



EAL Induction Programme

Including the Induction of New Arrivals

Welcoming a New Arrival

Initial Information Sharing

'An initial interview provides an opportunity for the school to gather information about the child and also to provide information to parents about the school. The Interview should be conducted after the initial contact with the parents but **before the child starts at the school.**' New Arrivals Excellence Programme Guide.

The interview should be conducted by the Assistant Head Teacher (Inclusion Leader). It may be helpful to have the class teacher present during the interview. The school will need to find out how proficient the parent(s) are at speaking English before the interview as they may need a friend, relative or professional to interpret for them. If possible the interview should take place in the child's home.

The school will need to gather a range of information depending on whether they are New Arrivals or simply have English as an additional Language:

Previous Schooling and Education:

- What is the child's name? What does the child want to be called? (Ensure that the correct pronunciation and spelling is also gained).
- Has the child had any exposure to English? Are they new arrivals? If so where has this exposure come from (school curriculum, parents, private tuition etc.)?
- What languages are used in the home? Is the child able to speak, read and write in these languages?
- What previous schooling has the child had? What is the starting age for children in the country of their origin? Has their schooling been interrupted or disrupted?
- Was schooling conducted in a more formal or informal manner?
- What kind of reading material is there in the home? Do the parents read with the child? Do they have reading material in their own languages?

General Background Information:

- What are the child's strengths and interests?
- Does the child have any health issues/allergies/food requirements?
- Who is the child living with? Have they left any family members back in their country of origin?
- Does the family have any concerns, either in regard to the child starting school or other aspects of their new life?
- What is the child's religion? What restrictions, boundaries or requirements, if any does their religion bring with it?



- What is the parents preferred method of communication from the school? Would they like communication in a preferred language? Would they prefer written or verbal information? Would they like the information translated?
- Would they like to help provide translated signs?

Provide Information Regarding their Child's Learning:

- School start and finish times
- Term dates
- Classes weekly timetable
- Uniform, PE kit, book bags etc.
- The curriculum the children will be following e.g. RML, Big Writing, Creative Curriculum (the topics the year group will be learning about), SEAL, etc.
- The play based learning of EYFS.
- The importance of continuing to develop their home language to support their development of their cognitive skills as well as scaffolding development of English.
- Extracurricular activities offered by the school
- General information regarding the English school system
- The schools expectations of its children e.g. school uniform, behaviour, Golden Rules, STARS
- Opportunities for parental participation e.g. homework, consultations, parent helpers

Planning For the New Arrival

After the initial interview the school will have enough information to efficiently and effectively plan for their arrival. Good planning and a well thought out induction will provide support for both the newly arrived child and the staff.

Before the child arrives the class teacher should talk to the class about how the new arrival can be supported. The teacher can ask the children to think about what might be difficult for a newly arrived child and discuss how they could help. The teacher can also explain strategies for supporting the new child, particularly those new to English, in the classroom. These include:

- The importance of all children supporting the new arrival
- Speaking to the child in normal English
- Including the new child in all activities
- Showing the new child how to do a task
- Talking through tasks while they are doing them



Learning a few words in the new language will enable all children to anticipate the new arrival so that they can show their knowledge and, in the process, welcome the new arrival.

During the first few days the school might consider employing a bilingual TA from the Borough or using other children in the school who share the child's home language if there is no English spoken. To further aid the induction of the child by supporting communication at the most basic but necessary level there are a variety of strategies that Sylvan will use:

- Class Teacher, Buddies, and EAL child to spend time together (with translator if needed) to build relationship before the child starts school
- Provide fans with pictures and simple words or phrases which indicate the child's basic needs
- Gain a list of basic phrases (and how to pronounce them) from the parents
- Locate appropriate web resources or software and plan for their use in lessons
- Provide new arrivals with a buddy or two (the teacher needs to explain clearly what the role of a buddy entails – to help the new child find their way around the school, understand daily routines and ensure that the new arrival will not be left alone at lunchtimes and playtimes) – For some children recording (written or pictorial) how they have helped the new children in a 'class friends diary' is a way to help sustain their interest in being a buddy

Expectations of Teachers

It is the Teacher's responsibility to ensure that the curriculum is properly differentiated to include all children including EAL/New Arrivals. When teachers are planning lessons, they need to consider how they will support children new to English to access the curriculum and develop their English language skills within the curriculum. They will need to consider how to incorporate the following approaches:

- Anticipating language/vocabulary that might create difficulties and planning how it will be introduced (teaching vocabulary explicitly if necessary);
- Providing models of the language the child will be expected to use (both written and oral);
- Encouraging the use of a bilingual dictionary for a child who is literate in their first language;
- Using the child's abilities in their home language, pairing them with a confident speaker of their home language if appropriate;

The New Arrival should remain in the class as much as possible and should not generally be placed in the lower groups for activities such as project, writing and maths. Teacher, TA or Able pupil should be used to support the child's learning of English through games, books and talk (see EYFS programme) to allow the children develop an efficient use of the basic English language (things such as objects).

Initial Assessment

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Sylvan Infant School

The Initial assessment does not need to be done for children starting EYFS in the Autumn term but can be started near the end of the Summer Term as a overview of the child's abilities/achievements so far. This should be done after the child has been in school for 2 weeks.

Sylvan Infant School EAL Induction Programme Policy

Approved by governors at the ECM meeting on:

26th March 2014

Signed on behalf of governors:

Next Review Due::

March 2015